



**THE HIGHFIELD  
SCHOOL**



Wellbeing Award  
for Schools

2019-2022

Headteacher: Mrs Lucy Miles

# Welcome

Monday 28th September 2020 and  
Tuesday 29th September 2020

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# Art

We are an Art Department which prides itself on being fully inclusive to all students. We believe all our students are artists, with a wide variety of creative skills, abilities and potential. Our specialist staff work to nurture and encourage this potential, and to help students become imaginative individuals during their time with us.

## **Key Stage 3**

We deliver a broad syllabus which focuses on the development of each student's 'visual awareness'. In Year 7 we focus on *Art & Communication*: Students explore how artists convey meaning through art; how we can express emotion through the use of colour and mark making. In Year 8 we examine *Art & Culture*: Students explore socio-cultural influences on art and arts influence on cultural identity. Year 9 study *Art & The Self*: Students explore the personal relationship that artists have with their work; how to convey a sense of self through abstract and expressive approaches. This is achieved through practical work in painting, drawing, printmaking, ceramics design and using a wide range of media. The work of past and contemporary artists plays a central role throughout this period of foundation learning.

## **Key Stage 4**

The Art GCSE is a very popular choice for students. It offers them the opportunity to build upon foundation skills, and increasingly to build a mature and individual approach to the development of their own work. Exploring their relationship with art, students take inspiration from a broad range of artists, movements and ideas and Research; Experiment; Record and Create various responses, 2D and 3D preparatory pieces and final outcomes.

## **Key Stage 5**

In Sixth Form we teach A Level Fine Art and Photography. These are two stimulating and very popular courses, which focus on the further development of our students' artistic abilities. Our students exhibit their work in a 'pop-up' gallery space in Letchworth every February which is open to the public. This is an excellent opportunity to see the range of visually exciting work the students create.

A high proportion of students go on to continue their art studies, either at university or on Art foundation courses.

*A description of the work of the Art department is useful, but to really get the flavour simply look at the art on display around the department.*

# Business Studies Department

## **Key Stage 3 Enterprise**

Although business studies is not taught as a core subject at Key Stage 3, it is offered via Enterprise days. Skills development includes creative planning, customer focus and research, sourcing materials, costing and pricing, production build and processes, and advertising and promotion.

Year 9s have the opportunity of working in partnership with the Young Enterprise charity to help develop future employability skills. The day is facilitated and delivered by the partners and interns from Young Enterprise. The students are given the opportunity to develop their skills through a series of interactive activities and business simulations, enabling them to learn through their experiences on the day.

## **Key Stage 4 Business Studies**

GCSE Business Studies is currently taught by specialist staff to two groups in Year 10 and Year 11. Students are encouraged to tackle the subject both on an individual level and in business groups, simulating business activity as a way of learning the theory covered in the course.

The Business Studies Department offers students the opportunity to study this dynamic subject in an educationally challenging and stimulating environment. The business studies team is fully committed to motivating students to fulfil their aspirations.

*“I really enjoy studying business studies; I find it hard sometimes but enjoy learning about it, especially when you see it happening in the real world.” Key Stage 4 student*

## **Key Stage 5 Business Studies**

The Business Studies A Level aims to encourage students to develop a critical understanding of business organisations, the markets they serve and the process of adding value. In addition, students will develop an awareness of the impact of external factors such as economic, ethical, governmental and legal issues on businesses.

They will also acquire a range of skills including decision making, problem solving and an ability to evaluate where appropriate.

This course will enable students to investigate different types of business organisations in various business sectors and study the competition between them. They will study four main functions of business to give core knowledge and skills. Students devise business strategies to address a variety of detailed case studies and real life business scenarios.

Students also have the opportunity to run a real-life business, making profits from business ideas developed within a group setting. Highfield students work in partnership

with the Business Studies staff and Young Enterprise.

Former students have entered retail management, banking, accounting and finance, media and leisure industries.

# Design Technology Department

Our department offers a variety of challenging learning experiences in a safe, secure environment where all opinions and contributions are valid and welcomed.

## **Key Stage 3**

In Years 7 to 9 students experience a wide variety of Design Technology subjects including Resistant Materials and Electronics, Graphics, Food and Textiles. All students at Key Stage 3 spend time in each area to gain knowledge and experience of each subject discipline.

## **Key Stage 4**

Currently we offer GCSE Product Design, Graphics, Textiles and Catering. Students can opt to take any of these subjects in Years 10 and 11. Students studying any of the Design and Technology subjects will be required to complete a major piece of controlled assessment which contributes to the final GCSE grade. Product Design and Catering have an exam element.

## **Key Stage 5**

Currently the department offers two A Level courses, Textiles and Graphics. Students are given the opportunity to explore their design and decorative techniques through fashion and textiles and are able to investigate and develop creative ways to promote and develop products through graphics.

## **Resources**

We are housed in two locations in the school. Resistant materials with electronics, Graphic and Textiles are situated in Parker while Food and catering are situated in Unwin.

We have fully equipped Design and Technology rooms and we also benefit from having a vacuum former, sublimation printer, laser cutter, 3D scanner and 3D printer.. We are always looking at new technologies and how we can incorporate that into our curriculum.

## **Extra Curricular Activities**

The department encourages students to spend as much useful time in the department as they can. Key Stage 3 students can take advantage of the design technology club where they work on small projects in the workshop, textiles or graphics rooms while GCSE students make use of the computer facilities and attend coursework clubs at lunch time and after school.

## **Frequently asked questions**

Do students get to take home what they make?

**Yes.**

Is there a charge for materials?

**Yes, we ask for a £35 contribution at the start of the year. This covers all materials for all ADT subjects - Art, Graphics, Textiles, Food and Resistant Materials.**

What do students wear?

**We provide aprons for Key Stage 3 practicals.**

Do all students do practicals?

**Yes, all design technology subjects offer practicals.**

Do students provide their own ingredients in food technology?

**No**

# Drama Department

## **Key Stage 3**

In Year 7, 8 and 9, students receive two lessons of drama over a two week cycle. Within lessons, students are encouraged to explore a number of different theatre practitioners and their styles such as Frantic Assembly (physical theatre) and Alecky Blythe (verbatim theatre). Students also develop skills in devising and script work within a creative and collaborative environment. Lessons focus on a range of subject matter each year, providing an exciting and practical approach to learning.

## **Key Stage 4**

Over the two year optional course, students not only explore drama media, elements and performance techniques but also develop their ability in written analysis and exam writing skills which will help shape their understanding of theatre and its history. Initially, students concentrate their exploration on a specific theme, topic or issue and study a published play text. The final stage of this course expects students to collaboratively produce performances, scripted and devised, for a live audience and external examiner respectively. Students are also required to have secure knowledge of theatre roles and theatre makers such as lighting, sound, set, costume, make up and puppet designers. Students **must** experience live theatre and will visit a professional theatre at least twice over the two year course.

## **Key Stage 5**

The 'GCE Drama and Theatre' course combines practical exploration of theatre, creating and analysing theatre and its history, as well as critical evaluation of live theatre production. This course is not only designed to prepare students for a career in theatre but also offers a sound understanding of the social, political, historical and cultural context of the world throughout history. The three components are knowledge and understanding, devising and script work— all of which combine research and analysis with practical exploration.

## **Extra-Curricular Activities (clubs and trips)**

Key Stage 3 drama club runs once a week where small sketches and scripted scenes are rehearsed and performed. This environment provides the opportunity for budding actors to develop their love of performing, directing and designing.

Key Stage 4 and 5 students have the opportunity to work together on a directed play or musical and celebrate this work during a week of evening performances for the whole school. We have an amazing ambassador scheme where A Level students are encouraged to support the learning and development of Key Stage 3 students both within lessons and through extra-curricular clubs.

Theatre trips for all key stages are scheduled throughout the year. Recent productions, seen in London's West End are: *War Horse*, *Jersey Boys*, *Othello*, *Charlie and the Chocolate Factory*, *Billy Elliot* and *The Woman in Black*.

# English Department

Our GCSE and A Level exam results show that students perform well academically in English and it is fundamental to our success that they enjoy the learning process. Through reading, writing, speaking and listening, our students learn to appreciate, understand and produce a variety of texts. We study novels, plays and poems from a wide range of writers. From Agard to Morpurgo to Shakespeare, our students are exposed to our shared literary tradition including texts from different cultures and ages, as well as being challenged to use language creatively and effectively. Our aim is to equip all of our students with the language and communication skills they need to succeed in our subject. We encourage a lifelong enjoyment of literature and work to improve the skills that are so important for life outside the classroom and for our students' long term employment opportunities.

## **Key Stage 3**

We are always seeking to ensure that our learning and teaching is outstanding. We believe it is important to build on students' enthusiasm, confidence and skills, right from the start, in order to lay a solid foundation for success at GCSE and beyond.

In KS3 we hope to engage students with reading for pleasure and introduce them to many of the wonderful texts that are available to us. We encourage creativity as well as increasing their range of vocabulary and resilience when reading unfamiliar texts. The skills needed in English are also important life skills and we seek to improve literacy, communication and thinking skills during this Key Stage.

All KS3 students have six hours of core English lessons per fortnight. In addition, Years 7 and 8 have a Bedrock session to improve their vocabulary and reading comprehension.

Student work in English is regularly assessed throughout the Key Stages and feedback is based on improving skills, with a focus on redrafting and editing

## **Key Stage 4**

Students follow the AQA syllabus for both English Language and English Literature. The study of the Literature texts builds skills which also complement the preparation for the English Language exams and we interweave the homework and revision of texts, in order to ensure that students are well prepared for the linear exams. Speaking and Listening is also assessed but endorsed separately in addition to GCSE English Language and Literature and is referred to as a 'Non examination Assessment'.

### **English Language**

Paper 1 - Explorations in Creative Writing

Paper 2 - Writers' Viewpoints and Perspectives

### **English Literature**

Paper 1 - Shakespeare and 19th Century Novel

Paper 2 - Modern Texts and Poetry

## **Speaking and Listening**

Non Exam Assessment in: Presenting, Feedback and Questions

To meet the demands of each course, we start teaching and assessing GCSE specific skills during the summer term of Year 9.

## **Key Stage 5**

We currently offer both AQA English Literature and AQA English Language at A Level. Students study a wide range of literary forms including poetry by acclaimed writers such as Carol Ann Duffy, both classic and modern novels such as *The Great Gatsby*, *The Color Purple* and *Othello*. In Language there are multimodal and spoken language texts to study and analyse. There are NEA (Non examined assessment tasks) in both courses which give students a choice of material to study in more depth.

## **Extra Curricular Activities**

We have run a wide range of exciting extra curricular opportunities, such as: reading group, creative writing clubs, debating and a fantasy club. Last year we participated in 'Let Them Loose' for National Writing Day. We celebrate literary events including National Poetry Day and World Book Day.

There is always something going on in English!

# Challenge and Extended Project

In order to offer the right levels of challenge to a broad spectrum of students across the school, we have introduced a range of curricula to help stretch and extend the learning of various students across the Key Stages. Different Key Stages offer a level of challenge to highly achieving students, whilst developing core skills such as independent learning, teamwork and resilience. We have recently partnered with The Transformation Trust, an educational charity that aims to give opportunities beyond the classroom in order to enable students to fulfil their potential. In the last couple of years this has led to students working with Sky Television and the MediaCom Media agency.

## **Years 7-11**

When students arrive at Highfield, they have access to an optional Challenge Passport. This is now both a physical passport and online. The Challenge Super Curriculum will involve students taking part in a number of independent tasks, linked to different subject areas, designed to take their learning beyond the classroom. The tasks are designed to be engaging and challenging and are tracked on the Challenge Passport. Students can work at their own pace and in their own time on these tasks throughout their time in Key Stage 3. For every task completed, the students can achieve Achievement Points and will possibly earn a place on our Academic Excellence Enrichment day. During their time in Key Stage 3, students will receive a visit from a university lecturer to learn about opportunities within Higher Education. During Key Stage 4, we aim to offer masterclasses, often lead by universities, aiming to stretch our most able students.

## **Year 12**

Alongside their A Levels, all of our students in Year 12 work towards the Extended Project Qualification. The Extended Project Qualification acts as a bridge between school and further education and is designed to enable students to extend their own knowledge and skills in an area or subject focus of their choice, whilst simultaneously developing the skills required in order to plan, manage and complete an independent project task. As part of this project, the students visit a University library and are taught how to access and use the university's resources. This qualification is highly favoured by universities and worth up to 28 UCAS points. By completing the project Year 12 students will enhance their university, further education and job applications with developed skills and knowledge. Previous projects have focused on the physics of the piano, representation of women within the film industry, the legalisation of euthanasia and the accuracy of the representation of pirates in the media.

# Geography Department

Geography at The Highfield School aims to develop students' understanding of the world around us. The department has developed a curriculum which studies issues that are relevant to students' lives and interests, for example plate tectonics, the migration crisis, coasts of Thailand, tropical rainforests and favelas in Brazil. The curriculum is set with guidance from the National Curriculum and prepares students for the topics they will study at GCSE and A Level.

## **Key Stage 3**

In Year 7 the topics covered include geography and map skills, UK urban and rural areas, an in-depth study of India, rivers, migration and weather.

In Year 8 the students learn about climate change, population, hot and cold deserts, Costa Rica and plate tectonics.

In Year 9 the topics investigated are coasts of Thailand, unequal development, ecosystems including an in-depth study of tropical rainforests and the challenges of living in an urban world.

## **GCSE and A Level examinations**

Geography is offered as a GCSE and A Level option. Both courses cover a contemporary course that addresses the key issues facing today's world, for example natural hazards, the challenges of an increasingly urban world and the development gap. All GCSE students take part in a day trip to Cromer where students are given the opportunity to further develop their understanding of topics learnt in class. All A Level students will complete two days of fieldwork, visiting Stratford, London and Cromer, Norfolk. A Level students will also complete independent fieldwork throughout the course in the local area.

# History Department

## **Key Stage 3**

The Highfield history department delivers a diverse and unique course for our Key Stage 3 students – we consider the voices and opinions of our students along with ongoing academic discussions, and strive for a rigorous and dynamic course. We emphasise the importance of historically significant events and develop our students' abilities to explain why they happen and the effects that reverberate through to the present day.

At Key Stage 3 we cover a range of topics to equip students both for taking the GCSE exam (should they choose to do it) and for understanding more generally how the modern world has been shaped by history. This includes:

- **Year 7 - Conquest & Crusade:** British history from AD 43-1300s, the first thousand years in the history of Islam
- **Year 8 - From the Medieval village to the Age of Empires:** Black Death, Reformation, Industrial Revolution, Empire, Slavery
- **Year 9 - Shaping the Twentieth Century:** World Wars, Russian Revolution, Civil Rights, Holocaust, 9/11

## **Key Stage 4**

At Key Stage 4, we teach the AQA course. This offers students the chance to delve into events that have defined the world we live in today, including the Cold War, Nazi Germany, and the development of monarchy and democracy in Britain over 1000 years. As part of this course, we run a trip to Berlin for Year 10 students, so that they can visit the places that have been at the centre of their studies about international relations.

## **Key Stage 5**

Through the AQA history A Level, students study two in-depth courses - the Russian Revolution and the English Civil Wars - between which they can draw many parallels of personality and leadership. We also offer a unique chance for students to choose their own coursework topic, which allows them to explore any hundred year period that they are particularly interested in.

Politics is also offered at A-level, giving students the chance to explore and contrast two political systems - those of Britain and the USA - while asking important questions about the world we live in.

# Computer Science and ICT Department

The ICT Department aims to give all students the ICT and computing skills required for their future educational and career needs. We also deliver a diverse, challenging and engaging curriculum which caters for all student abilities and interests.

## **Year 6 into Year 7**

Students will be given a baseline test to ascertain their level at ICT / Computing. Students then work on a scheme of work based around the National Computing Programme of Study which was introduced in September 2014.

## **Key Stage 3**

We follow a scheme of work based on the National Computing Programme of Study in Years 7, 8 and 9. This is supported with units of work which will prepare students for their studies in Key Stage 4 and also with units based around topics such as programming, computing theory and computational thinking.

Students develop skills in programming languages such as Python, Visual Basic, HTML and CSS. They will also learn computer science theory and how to think like a computer scientist. We make use of Raspberry Pi and BBC Microbit computers and packages such as Kodu and Scratch.

Our schemes of work aim to cover the three strands of the Computing Programme of Study: Computer Science, Information Technology and Digital Literacy.

## **Key Stage 4**

At Key Stage 4 students are able to take Computer Science as one of their option subjects. We follow the OCR Computer Science GCSE course which covers both the theory of computing and also how to program. Students are also able to follow a BTEC Creative Media course which is a vocational course which allows students to study the knowledge, skills and processes related to the investigation, exploration and creation of media products in a variety of sectors.

## **Key Stage 5**

Students have the opportunity to take A Level Computer Science which covers the understanding of computer fundamentals, principles of programming and a computing project as part of the two year course.

# Learning Development Department

At The Highfield School a student is identified as having a special educational need (SEN) if they have a significant learning difficulty requiring intervention that is different from and additional to those provided for by the normal range of a differentiated curriculum and strategy. Students with special educational needs have a learning disability and are those with a significantly greater difficulty in making progress than the majority of their peers.

Students at The Highfield School have their needs met through a graduated response. The first stage of this is Quality First Teaching, differentiated throughout the school to support learning. Person Centred-Profiles generate awareness amongst staff of present and historical learning issues that may affect progress. Typically, staff use tried and tested reasonable adjustments devised to support a diverse range of learning styles and needs. Learning Development provides support and advice to staff, students and parents and contributes to the regular cycle of monitoring and review. A graduated response that generates awareness or particular concerns about an individual student's progress or wellbeing would typically alert the SENCo and might indicate intervention at SEN Support.

At SEN Support a student is placed on the special needs register. This follows discussion with staff, parents and the student. As part of this process, a planned programme of intervention may be appropriate. Such interventions are reviewed at least termly with staff, parents and students. Whilst in some cases it is appropriate to seek additional advice from external professionals, the school draws upon the expertise of an experienced Learning Development Team to deliver and develop high quality interventions.

The school respects the wishes of parents to secure the advice of other professionals and uses its best endeavour to secure these.

The Education, Health and Social Care (EHC) Plan 0-25 years, now replaces a Statement of SEN. Parents and school staff may request assessment for a plan where enduring learning difficulties indicate a significantly high level of special educational provision. The plan reflects the needs and wishes of the young person and parents as well as advice from professionals including school staff. Annual reviews ensure that provision is monitored by the Local Authority and reflects the current situation for the young person. The school uses termly monitoring and review to ensure this.

Learning Development is committed in the first instance to providing support for students with SEN (Special Educational Needs) in normal classes and through appropriate differentiation. Teaching Assistants work alongside and at the direction of subject teachers to support access to the curriculum for all students including those with SEN. They may at different times work with a specific student, with small groups of students within the classroom, or they may create or adapt specific differentiated

materials as required. Under the direction of the SENCo or subject teacher they may also provide targeted support for students outside the classroom.

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### **Extra Literacy Support**

Literacy is key to good access to the curriculum. Most support takes place within the classroom, however we believe that some students benefit in the longer term from regular withdrawal sessions to boost their reading and writing skills. Needs are identified by means of a group reading test normally taken prior to admission to Highfield. In addition, analysis of written work is used to identify students for whom extra and **personalised intervention** may be required. The school also considers historical data, previous interventions and data from other screening tools such as LASS, a multifunctional screening assessment which generates an individual learning profile.

### **Personalised Programmes**

A small number of students, usually those achieving **well below** age expected levels may require **personalised intervention** in order to improve access to the curriculum. Interventions are tailored to meet the needs of individual students targeting issues such as reading, spelling, speech, language and number. In some cases school staff and other professionals may feel that a modified curriculum is indicated. Decisions reflect the views and wishes of parents and students and take place after a thorough assessment of need.

### **Range of Needs**

The school makes provision for students who have difficulties with Communication and Interaction (including Autism Spectrum Conditions, Speech and Language Needs); Cognition and Learning (including Moderate and Specific Learning Difficulties); Social, Emotional and Mental Health and Physical and Sensory Needs

### **The Team**

The team led by the SENCo, Miss Hollie Wells, and the Deputy SENCo, Mrs Sarah Wilson, work with students across the full range of needs but with a specific focus on identifying and monitoring those with Special Educational Needs. The TAs are responsible for monitoring and regularly meeting students with SEN to track progress and wellbeing. This enables us to respond quickly to needs and advise staff accordingly.

The SENCo also oversees the database for medical needs and the management of

curriculum access and care plans as appropriate.

### **Our Mission**

We are strongly committed to working in partnership with parents and pride ourselves on our ability to produce flexible and pragmatic approaches to meeting individual needs.

# Library and Learning Resource Centre

The Library and Learning Resource Centre (LRC) is at the heart of the school and provides support for the whole school community. The library aims to encourage independent learning in a relaxed environment and is always supervised by a member of staff who is on hand to help students and staff when needed.

Catherine Turner: Library and LRC Manager

While current Covid measures are in place (September 2020) the Library is being used as an additional study area for sixth form students only and is not open to any students at break or lunchtime to avoid any risk of year group bubbles mixing. Students are still able to request books from the library through their form tutor or by email.

## **Opening Hours**

Monday to Thursday 8.30am - 4.30pm and Friday 8.30am - 4.00pm. Any changes to the opening times will be displayed on the Library and Learning Resource Centre entrance.

## **What happens in the Library and Learning Resource Centre?**

During lesson time teachers often bring students into the library to use the resources, and small groups of students can use the resources independently when sent by a teacher. The LRC is also available to Sixth Form students throughout the day. At break and lunch time the facilities are available to all students.

We have a Homework Club after school until 4pm each day which is run by a member of staff.

All Year 7 and 8 students follow a programme of lessons about the Library which aims to introduce them to the range of resources available and to help them develop their research skills. We train a team of enthusiastic students who help at the library desk during break and lunch time and each year we also run a range of competitions and events such as author visits and book fairs.

## **Library Membership**

All students and staff are automatically members of the LRC. Students can borrow up to 5 books and 1 audio book to use at home.

## **Library Resources**

The LRC provides a large range of materials to both borrow and use for reference. We provide 10 networked computers with a wide range of software and Internet access. Scanners, quality black and white and colour printing facilities are also available.

## **Books**

The LRC has a wide range of up to date fiction and non-fiction books which support the curriculum and encourage reading. The fiction section caters for all reading levels and abilities and includes latest best sellers, graded readers, graphic novels and audio books.

Our non-fiction section supports teaching and learning and includes popular subjects as well as hobbies, a wide variety of sports and general interests.

## **Talking Books**

There are also a variety of stories on CD which can be borrowed from the library. The selection includes classic novels as well as popular titles, such as books by Jacqueline Wilson, Roald Dahl and J K Rowling.

## **Magazines**

There is a range of educational journals to support academic studies and also a collection of current popular teenage magazines to read during break and lunch times.

# Maths Department

The aim of the Mathematics department is to develop, maintain and stimulate students' curiosity, interest and enjoyment in mathematics. We believe that if we can achieve this then students may begin to develop an understanding of mathematics in its widest context and to see how it relates to themselves outside of school. As well as adopting the traditional values encompassed in good teaching practice, the department staff are forward looking and innovative.

## **Key Stage 3**

In Year 7 the students are currently taught in mixed ability sets in the first term and are then moved into ability sets. We use in class differentiation in every lesson to cater for all students' abilities. When students are put into sets we set according to their prior attainment, our own in class assessments and teacher judgment. We cover a range of topics under the mathematical branches of number, algebra, ratio and proportion, shape and space and data handling topics throughout the year.

In Year 8 the students continue to be taught in ability sets and build on the skills developed in Year 7.

Pupils will be regularly assessed throughout the year in order for us to monitor their progress and identify their strengths and weaknesses.

Numeracy skills are embedded into the lesson through starter activities. Problem solving and logical thinking is a focus in the lesson to ensure that students have the ability to combine and develop their mathematical knowledge and understanding. We embed exam style questions into our lessons in order to prepare students for the GCSE assessments in KS4.

Homework is set regularly and includes a variety of tasks which enables pupils to practise the work they are currently being taught, research new topics and to be creative in their learning, producing homework tasks such as games, starter activities and revision cards. Some homework tasks will include online activities using the website Mathswatch.

## **Key Stage 4**

In Years 9, 10 and 11 we are currently following the Edexcel GCSE Linear syllabus (1-9) which consists of three exams. Two of these exams are calculator papers.

## **Key Stage 5**

Mathematics is a popular and successful subject with large numbers choosing to study Mathematics and an increasing number choosing to study Further Mathematics. We currently follow the Edexcel syllabus. Content will include areas of Pure Mathematics such as co-ordinate geometry and calculus as well as applied Mathematics including areas of both Statistics and Mechanics work. Students will be formally assessed at the end of Year 13.

## **Resources**

Students are expected to bring their own mathematical equipment (pen, pencil, ruler, rubber, protractor and a compass), including a scientific calculator.

## **Extra-Curricular Activities**

We often hold 'Maths Help' club where students can use this opportunity for extra help with their maths homework or any other maths work they need more support with.

We also offer Year 11 intervention sessions as and when needed in preparation for students taking their final GCSE examinations.

# Media Department

## **Key Stage 4**

Media Studies at The Highfield School is an exciting and ever growing GCSE subject, which has been offered to Key Stage 4 students for 6 years. Originally incorporated into the students' GCSE English lessons, we now offer GCSE Media Studies as an option subject, meaning it is open to all who enjoy creative and practical subjects.

At The Highfield School we follow the EDUQAS GCSE course which offers the students the opportunity to develop critical skills for analysing the existing media market, as well as gaining practical experience such as film poster design, storyboarding, filming and editing. The course comprises a mixture of coursework and exam, both of which cover a wide variety of media platforms and enable the students to analyse and create products based on research and personal planning.

We have a dedicated Media Studies computer suite which allows access to the latest image and film editing software and students also have the opportunity to use our DSLR cameras - both photographic and film - to help bring their planning to life and create fully realised media products.

# Modern Foreign Languages Department (MFL)

## **Key Stage 3**

Our aim in the Modern Foreign Languages Department is to develop confident, proficient and keen speakers of languages. We encourage students to practise, to speak, to engage and immerse themselves in the language.

At The Highfield School, we know that many Year 7 students have already studied a language at primary school, but for some students, learning a foreign language is a new skill. Therefore September is a fresh start for everyone. We will identify students with sound prior learning, and provide additional challenge, along with appropriate support for students who require this.

All Year 7 students are studying either French or German for four lessons per fortnight, taught in mixed-ability groups, as for other subjects. The aim in the first year is to give students a solid foundation in their language, covering useful topics and developing important skills. The sorts of topics covered include:

- ◆ My family
- ◆ Where I live
- ◆ School
- ◆ Sports, hobbies & free time

The curriculum includes projects for students to develop group and independent learning skills and to learn about the usage of languages in the world, including through authentic texts and research. We use a combination of interactive, computer based resources as well as traditional teaching methods, focussing on the four core language skills of listening, speaking, reading and writing.

## **Trips & visits**

We are pleased to be running KS3 residential trips during the school year. These are an excellent way of experiencing the culture and country of the language. Such unforgettable experiences can be hugely motivating and rewarding and we look forward to seeing students on the trips!

## **Our vision is:**

- ◆ to encourage students of all abilities to use the target language effectively for practical communication, as well as developing their ability to understand the spoken and written language
- ◆ to offer insight into the way of life in the countries where the language is spoken, and encourage a positive attitude towards other cultures
- ◆ to develop an awareness of the nature of languages and to promote enthusiasm for MFL learning.

## **What can you expect from lessons?**

Our aim is that lessons reflect all the positive aspects of speaking another language.

You can expect...

- ◆ to hear the language used frequently in class
- ◆ exercises and tasks that match your level, so that you are always learning something new
- ◆ games to help you learn new words and practise the ones you have learnt already
- ◆ to hear songs and see video clips of language being used in the real world
- ◆ to learn how languages work by understanding the grammar
- ◆ regular tests and feedback to let you know how you are getting on
- ◆ House Points and rewards when you have done good work.

# Music Department

## **Our Department Vision**

We aspire to offer high quality curricular and extra-curricular programmes that instil a love of music, provide opportunities to explore the best music from a wide variety of places, genres and periods of time, and in which students can aspire to excellent musicianship.

## **Key Stage 3**

At Key Stage 3, students receive two lessons of music over the two week cycle during which they explore and develop core musical skills through a variety of musical genres. The key skills can be divided into **performing**, **composing** and **appraising**. Students explore a variety of instruments such as keyboard, guitar and percussion, and we enjoy singing together in class.

## **Key Stage 4**

Students who opt to take Edexcel Music GCSE continue their musical studies through performing as soloists and ensemble players, composing for their own instrument or voice as well as for others and undertaking more in-depth analysis of musical works. Our iMac suite, with Sibelius 7.5, Garageband and Logic Pro X installed, allows students to create high quality pieces of music.

## **Key Stage 5**

Within Edexcel Music GCE students focus on aural skills, harmony, musical analysis, composition and performing. We provide many enrichment opportunities such as trips and workshops.

## **Extra-Curricular Activities**

We have a thriving extra-curricular programme to provide performance opportunities and we enjoy strong links with the drama department for whom we often put together bands for shows. Over the years we have offered a variety of clubs such as Choir, Soul Band, Wind Ensemble and Piano Ensemble. Due to Covid restrictions we are currently offering a Ukulele Club and a Samba Band to Year 7 students. Students enjoy taking part in our annual Autumn and Spring evening concerts, and more informal lunchtime concerts. Last March our Junior and Chamber Choirs enjoyed taking part in the Hertfordshire Schools' Gala at the Royal Albert Hall.

## **Instrumental and Voice Lessons**

We have a fantastic team of peripatetic teachers through Hertfordshire Music Service and offer a wide variety of instrumental and voice lessons. More information is available on the school website. We have an instrument cupboard where you can store your instrument during the school day.

# PE Department

## Key Stage 3

The PE department aims to provide a curriculum that will suit all students. Our aim is that students will enjoy the PE experience and wish to carry on taking part in physical activity when they leave school. PE starts in Year 7 with five hours of lessons per fortnight. Students are taught to develop their practical ability in a wide range of activities from rugby out on the school field, netball on the courts, dance in the studio and gymnastics and basketball in the sports hall.

## Key Stages 4 and 5 options

Each student has the opportunity to take PE as an exam based course at Key Stages 4 and 5. The students can choose from GCSE PE, OCR Sport, BTEC Dance, Dance leaders and A Level PE or Dance. Courses comprise a mix of practical and exam, developing students' sporting skills and theoretical understanding.

## Core Physical Education in Key Stage 4

PE continues for every student in Key Stage 4. Students continue to experience core PE and will have three hours of PE per fortnight until they finish school at the end of Year 11 .

## Extra-Curricular

Within the Physical Education department we believe every student should have the opportunity to take part in a physical activity they enjoy. With an extensive extra-curricular programme organised for lunchtime and after school, there are plenty of opportunities for students to improve techniques, develop social skills and experience intra-school competition. Each year we enter an array of district and county leagues, tournaments and festivals in a variety of sporting disciplines. For the more aesthetic, we hold an annual dance display and we also compete in the annual district trampolining events. If there is a sport we do not offer at our extra-curricular clubs, our external club links may be able to help!

## Curriculum

### **Winter**

Basketball  
Dance  
Gymnastics  
Badminton  
Football  
Rugby

### Boys

### **Summer**

Softball  
Team Athletics  
Tennis  
Cricket  
Rounders

## Girls

### Winter

Dance  
Gymnastics  
Basketball  
Rugby  
Netball  
Football  
Hockey

### Summer

Softball  
Rounders  
Team athletics  
Tennis  
Cricket  
Badminton

## Sports clubs and extra-curricular activities

Netball  
Tennis  
Rugby  
Cricket  
Athletics  
Badminton

Football  
Rounders  
Trampolining  
Basketball  
Dance  
Hockey



# THE HIGHFIELD SCHOOL PE DEPT

## 2020 KIT FOR YEAR 7 INTAKE

CORE & OPTIONAL PE KIT ITEMS FOR YEAR 7 2020  
NEW STYLE IS OPTIONAL FOR OTHER YEARS OR ONGOING AS REPLACEMENTS ARE NEEDED

**CORE KIT**  
Navy & White Polo (Fitted or unisex style) with Highfield School House Badge  
Navy Shorts  
Navy Sports Socks

**OPTIONAL KIT**  
Navy & White Skirt  
Navy PE Leggings (with Highfield logo printed on left calf only)  
Navy Trackpants  
Navy & White Midlayer with Navy/White Highfield School logo

**Labels for models:**  
- Girl 1: Fitted Sport Polo, Navy Socks, PE Leggings, Navy Socks  
- Girl 2: Skirt, PE Leggings, Navy Socks  
- Boy 1: 1/4 Zip Midlayer, Trackpants, Navy Socks  
- Boy 2: Unisex Sports Polo, Navy Shorts, Navy Socks

**Logos:**  
- MULLAYERS HIGHFIELD SCHOOL  
- THE HIGHFIELD SCHOOL

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# Religious and Personal Studies (RPS) Department

We, as the RPS team, look forward to meeting you during your visit to The Highfield School.

This subject combines the study of religious education with personal, social, and health studies.

At The Highfield School we value and respect one another. In the same way, in RPS we try to ensure that our students learn to understand and respect the beliefs and practices shared by the major world religions: Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism alongside their own personal development and well-being.

In our lessons we approach common themes and examine religions. In this way we always begin with the students' own experiences and from there we explore the experiences, beliefs and values of religious communities. Our approach is always open, recognising that we are individuals with different viewpoints and perspectives; every opinion is listened to and respected.

## **Key Stage 3**

In Years 7 to 9 we consider issues about religions such as beliefs, practices and meaning alongside our own experiences and society. There are some big questions to consider such as: Why should we study RE? What is equality? When does life begin? Where do we look for God? What is healthy living? How can we look after our mental health?

## **Key Stage 4**

In Years 10 and 11 we offer a core programme for all students which attempts to answer questions relating to extremism, philosophy and wealth and poverty.

We prepare students for the world of work and examine risks in relationships. We examine questions of morality and explore religious responses alongside different perspectives.

## **GCSE and A Level Examinations**

Religious Studies is offered both as a GCSE and A Level option. Both courses look at ethical and philosophical problems through the religion of Christianity, Hinduism and various secular theories. Questions about God's existence and how we decide the right or wrongness of an act is central to these courses.

## **Extra-Curricular Activities**

In Year 7 we invite our students to visit a Hindu Mandir, the Neasden Temple. We are looking to offer a trip abroad on alternate years for our GCSE and A Level classes. Our A Level students attend conferences in Cambridge. The Hub (a local Christian Group) runs during lunch times.

# Science Department

The department aims to build upon the good work that students have undertaken in their primary schools by stimulating a healthy interest in science and a constructive attitude with which to question the world in which they live.

The department aims to ensure that students will gain the necessary knowledge and understanding to:

- become confident citizens in an ever increasing technological world
- recognise both the usefulness and the limitations of scientific techniques
- realise that science is relevant to many aspects of everyday life
- continue their studies in the scientific field after they leave school.

## **Key Stage 3 (Years 7 and 8)**

This course is based upon a programme of topics, tailored by our science teachers, to meet the needs of every student. By providing a dynamic curriculum for all to access, we aim to stimulate and capture the minds of our students so they can progress successfully through the Key Stage. Our focus is to enrich students' understanding of the fundamental concepts within science whilst developing a solid skills base that will prove valuable at GCSE level and beyond.

The **Year 7** course ensures all students have the ability to carry out practical work safely and in a constructive manner within the context of a laboratory. Developing, where relevant, upon prior learning, students explore the underpinning concepts behind a range of topics within the five main themes: cells, energy, forces, interdependence and particles.

The **Year 8** course continues to develop knowledge and understanding through the content of the remaining topics but with a heavier focus on developing a more independent approach to scientific thinking. Equipping students with a strong scientific platform from which to begin the GCSE science course in Year 9 is at the forefront of the Year 8 curriculum.

## **Key Stage 4 (Years 9, 10 and 11)**

All Year 9, 10 and 11 students will study courses from the AQA Combined Science (Trilogy) or separate sciences.

All students will commence their GCSE in Year 9.

Students will follow one of the following pathways:

- ◆ separate GCSE sciences in biology, chemistry and physics. These will be examined at the end of Year 11
- ◆ Combined sciences Trilogy model examined at the end of Year 11

All students at KS4 are taught by subject specialists and in subject groups of biology physics and chemistry.

### **Key Stage 5 (Years 12 and 13)**

AS and Advanced Levels are offered in biology, chemistry and physics. Students are expected to have achieved a grade 6 or higher in their GCSE science course to be considered for the A Level.

### **Practical Work**

Practical work is carried out, where suitable, in the majority of lessons using a wide variety of equipment. This gives practical experience and prepares students for experimental tasks which they are required to carry out for their GCSE and A Level courses.

# Sociology Department

## **KS4 Sociology**

GCSE Sociology is offered as an option in Years 10 and 11.

Sociology is about developing an understanding of society and human behaviour. It is an engaging subject that interests students who enjoy 'contemporary history' because the specification requires the study of the very recent past as well current day society. The key units of study are:

- ⇒ **social stratification** (Who has the power in society? Who are the underclass? How do the rich and powerful impact society?)
- ⇒ **crime and deviance** (Why do men commit more crime than women? Do prisons work? Why has there been a rise in gangs? What are the causes of crime? Do governments commit crime? Does prison work?)
- ⇒ **family** (Why do men and women behave differently in families? Who has the power in families? Why are some families dysfunctional? Has childhood changed?)
- ⇒ **education** (What are educational subcultures and why do some ethnic groups do better than others at school? Do teachers discriminate against some groups of students? What is the hidden curriculum?)

In both Years 10 and 11 students study Sociological theory and methods. This includes:

- ⇒ approaches to sociological research and research methods
- ⇒ key Classical Sociologists—Durkheim, Parsons, Marx & Weber
- ⇒ Marxism, Functionalism, Feminism, Interactionism, the New Right

Assessment is via examination. There are two GCSE papers:

**Paper 1** — family, education, theory & methods (1 hr & 45 mins)

**Paper 2** — crime, social stratification, theory & methods (1 hr & 45 mins)

GCSE Sociology is an academic subject that is excellent preparation for A Levels or University level study in any of the social sciences or humanities. Every element of life, from Facebook to video games to music to crime to poverty is a part of sociology. There are always new and exciting areas to be explored and researched. The social world around us is constantly changing and never dull.

## **KS5 Sociology**

A Level Sociology is offered as an option in the Sixth Form. It is assessed via three examinations at the end of Year 13.

A Level students develop a deep understanding of Sociological theory and the various methodological approaches within the discipline. Students focus on applying this knowledge in their evaluation of recent and current sociological research.

The main topics studied are:

- ◆ education with methods in context (including the study of pupil subcultures, and educational policies. Students learn to apply their knowledge of methods and theory to the study of education)
- ◆ families and households (for example the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies)
- ◆ beliefs in society (for example the study of the significance of religion in the contemporary world, cults, sects, secularisation and globalisation in a global context)
- ◆ crime and deviance with theory and methods (including globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crime).

Within the A Level, consideration is given to comparative dimensions where relevant, including the siting of UK society within its globalised context. The following themes run throughout the course;

- ◆ socialisation, culture and identity
- ◆ social differentiation, power and stratification.

**Sociology is at the root of every business, every campaign, every news story and every political movement. It is therefore a fascinating and extremely useful subject.**

# Information Technology Service

School e-mail address: [admin@highfield.herts.sch.uk](mailto:admin@highfield.herts.sch.uk)  
Visit our school website: <http://www.highfield.herts.sch.uk>

## **Introducing the School Computer Network**

Our school network has been developed to provide high speed access to the internet and up to date industry standard software such as Microsoft Office and the Adobe Creative Suite. Educational software which uses sound and video, as well as a wealth of text and images can be used by entire teaching groups.

The Highfield School has always been committed to using ICT (Information & Communication Technology) to support and develop students' education. Our developments offer us an information rich network, as well as including a wide range of traditional software tools for word processing, design, programming, data analysis and desktop publishing. The Highfield School has extensive computer equipment, there are over 400 networked classroom computers available around school, together with laser printers. There are four ICT suites containing 30 curriculum computers each plus rooms in Science, Technology, Humanities, Business Studies, PE, Art, BTEC and the Sixth Form with up to 20 computers in each room. Computers are available in the Library and in Learning Development. There are laptop trollies in the Sixth Form, Science, English, and Learning Development. There is site wide wireless connectivity. Fixed short throw projectors with speakers and teaching computers are available in over fifty classrooms to deliver lessons. Within the Music department there is a whole suite and a cluster of networked Apple iMac computers which allow the students to study using industry standard software such as Logic Pro and Sibelius.

## **Using the School Computer Network**

**Conditions of Use:** You will be sent a letter containing information about our expectation of Network and Internet use, an Acceptable Use Agreement which is based on e-safety and common sense. If you do not agree to this you will be asked to write to Mrs Clift Deputy Headteacher.

**Username and Password:** Student access to the network is via their own username and password. Your username and password will be given to you within your ICT lessons when you first start at The Highfield School. It is extremely important that you keep your password secret. Each user has their own network area allocated to them on the school servers, these areas are regularly backed up.

**Email:** You will be given your own Office 365 email account – the details of this will be given to you within an ICT lesson at an appropriate time.

## **General Applications**

All the computer curriculum rooms and clusters at The Highfield School offer Microsoft Office 2013 applications i.e. Word, Excel, PowerPoint and Access. The powerful Adobe CS6 Master Suite is available in ICT rooms, Art and Technology and the Library. ICT,

Graphics, Media Studies, Art, Photography and Film Studies make extensive use of this software.

Software such as Python, Kodu and Visual Basic is installed in P203, P204, HG02 and the Sixth Form to enable students to learn how to program. Raspberry Pis are available for use in P203.

Aligned to this students will have internet access for use during curriculum time. This access is filtered and monitored using the RM Safetynet system.

### **Curriculum Software**

There is a wide range of curriculum software available which students will use within their different subject areas. Departments make use of online software which can often be accessed both inside and outside school.

A few examples of curriculum based software are below:

	Google Classroom	Online Study Resources
	Show My Homework	Online Study Resources
Science:	Kerboodle	Providing Digital Teaching and Learning
Mathematics:	MathsWatch	Online Study Resources
	Cabri Geometry	Dynamic Interactive Geometry Software
English	Bedrock	
Technology :	Adobe CS6 Master Suite (within School only)	
	Focus on Mechanical Toys	
	Focus on Plastics	
	Focus on Resistant Materials	
	Focus on Wood Joints	

Alongside these many programs, there is the learning resources area where staff place individually tailored resources for students.

# Sixth Form

## **The Curriculum**

Students study a wide range of subjects at A Level. These are offered here and in the consortium with one other local school. Through much support via assemblies, tutor mentoring and enrichment all students are supported with their career information, advice and guidance in both Year 12 and 13. This also includes presentations by outside speakers, University and Apprentice information trips. Year 12 culminates in the last week of term with a work experience event which provides valuable information for when applying for University, apprenticeship or employment as well as developing their key skills and knowledge of the place of work.

### Academic Monitoring

Students are supported to achieve as highly as possible. Effective monitoring of progress is in place at regular intervals in the academic year to ensure students and parents are aware of their targets and whether they are achieving them, through progress reports, tutor mentoring and personal profile reviews.

## **Responsibilities & Privileges**

The Sixth Form has a number of positions of responsibility including Head and Deputy Head Boy and Girl and Prefects in Year 12.

All Year 12 Sixth Formers are Highfield Ambassadors and contribute to the school community or wider community. They choose the activities they wish to get involved in, examples include setting up and running clubs, reading ambassadors and supporting pupils in younger years with specific subjects.

Students enjoy the privilege of a Sixth Form common room and a dedicated silent study area. Home study can be agreed with the student, school and parents/carers after earning this through good attitude to learning scores and appropriate attendance and punctuality.

## **Student Leadership team**

Sixth form students contribute to the student leadership team through the house captain system.

### Events

The Sixth Form Committee plan spectacular events such as the May Ball annually. They also plan quiz evenings and leavers' events. This enables them to develop excellent organisational, team working and communication skills for later life.

'There is a friendly atmosphere in which to work and lessons are taught in positive,

